

## **The 49<sup>th</sup> International Forum on Diplomatic Training (IFDT)**

### **“The Future of Diplomacy: Trends, Tools and Training for New-Age Diplomats”**

12-15 December 2023, Bangkok, Thailand

**Host:** Devawongse Varopakarn Institute of Foreign Affairs (DVIFA)

**Tuesday, 12 December 2023**

#### **Welcome remarks by Thitiporn Chirasawadi, Director, Devawongse Varopakarn Institute of Foreign Affairs, Ministry of Foreign Affairs, Thailand (The Host)**

- Welcomed all participants to Bangkok, Thailand.
- Thanked Sushma Swaraj Institute of Foreign Affairs (SSIFS), India, for a good example as host of the IFDT last year, which Director Thitiporn had a pleasure to attend.
- Briefly informed the participants about the 49<sup>th</sup> IFDT program and additional formats initiated this year including (1) plenary discussion for panel 1 on “The Future of Diplomacy” to be followed by seminar discussions for the remaining 4 panels (2) Q&A section for each Bazaar presentation and (3) IFDT Networking Opportunity session.

#### **Message from Mridu Pawan Das, Joint Secretary, Ministry of External Affairs, India (The Previous Host)**

- Referred to experiences of India as the host of the 48<sup>th</sup> IFDT in New Delhi last year, which coincided with the celebration of the 75<sup>th</sup> anniversary of India’s independence.
- Expressed delight to be in Bangkok this year as an IFDT participant, a member of the steering group, and a panelist for panel 2 on economic diplomacy.

**Wednesday, 13 December 2023**

#### **Opening Remarks by Phrommes Bhaholpolbhayahasena, Ambassador Attached to the Ministry, Dean of the DVIFA, Thailand (The Host)**

- Welcomed and expressed appreciation to the IFDT Co-Chairs, Steering Group and members for entrusting the DVIFA with the opportunity to host the 49<sup>th</sup> Meeting.
- Emphasized the intricate link, inseparable nature and interdependence between diplomacy and diplomatic training as reflected in the theme of this year’s IFDT, which was “The Future of Diplomacy: Trends, Tools and Training for New-Aged Diplomats”.
- Wished all participants a fruitful discussion in all sessions as well as an exciting study visit in Ayutthaya, the former capital city of Thailand.

**Remarks by James P. Seevers, Director of Studies, Institute for the Study of Diplomacy, School of Foreign Service, Georgetown University, USA (IFDT Co-Chair)**

- Expressed pleasure to represent Georgetown University, a permanent IFDT Co-Chair since 1970s. Looking at the list of participants, he remarked that this meeting was the most diverse and largest he had the privilege of attending so far.

- Commended the host for kicking off the 49<sup>th</sup> IFDT with a lovely and delicious dinner on the day of arrival, challenging overall theme and interesting topics throughout the program, particularly crucial for diplomacy and diplomatic training during this pivotal moment in global affairs.

**Remarks by Nadja Wozonig, Executive Assistant to the Director, Vienna School of International Studies, Austria (IFDT Co-Chair)**

- Thanked the host for organizing the meeting. Glad to see that there were representatives from many countries who came to share experiences and enhance network.

- Shared video clip from Ambassador Emil Brix, Director of Vienna School of International Studies, who unfortunately could not join the meeting this year.

- Ambassador Brix commended the host on the impressive program and the crucial overall theme, “The Future of Diplomacy: Trends, Tools and Training for New-Aged Diplomat,” for this year’s meeting.

*In such an age of disruption, we need to discuss  
how we can help educate those who can lead us into  
a more stable global order.*

**Keynote Address by Sarun Charoensuwan, Permanent Secretary for Foreign Affairs, Ministry of Foreign Affairs, Thailand**

- Made reference to his past experience at the 35<sup>th</sup> IFDT meeting held in Maputo, Mozambique, in 2007 as the director of the DVIFA, and his pleasure to be part of the IFDT meeting once again this year as Thailand’s permanent secretary for foreign affairs.

- Pointed out that although the ultimate goals of diplomacy never changed, but the international system and environment surrounding diplomacy had been remarkably differed in this day and age.

- Proposed that the effective way to turn existing international trends and global challenges into benefits for both diplomacy and diplomatic training was through the embracement of “inclusive engagement.”

- Suggested multiple benefits of applying the principle of “inclusive engagement” in the conducts of diplomacy and diplomatic training: (1) comprehensive understanding of longstanding and emerging issues faced by diplomats (2) consensual synergy of partnership based on trust, understanding, empathy and shared sense of responsibility and (3) networking opportunities and professional supports.

- Concluded by emphasizing that diplomatic mission must serve also a broader purpose of promoting international peace, security, co-prosperity and sustainability through dialogues, international cooperation and peaceful means.

**Group Photo Session**

## **Panel 1: “Reflective Dialogue on the Future of Diplomacy”**

**Moderator: Nongnuth Phetcharatana,**

Former Ambassador of Thailand and former Dean of the DVIFA

### **Plenary Discussion**

#### **Qiming Cui, China Foreign Affairs University**

- The world was going through changes unseen in the century: large number of emerging markets, fast development of developing countries, rapid globalization, scientific and industrial revolution, shift from industrial to automatic production and consumption, etc.
- All countries should work together to build an open, inclusive, green peaceful world with a shared future.
- The future of diplomacy and its credibility lied in diplomats’ ability to provide effective solutions to common challenges faced by the nation, region, and global community.
- Diplomats should be familiar with basic and cutting-edge knowledge on all fronts with the capability to relate to complex issues and international landscape as well as necessary public communication skills.

#### **James P. Seevers, Georgetown University, USA**

- While the core essence of diplomacy (negotiation, advocacy, representation and persuasion) were enduring, the other parts were subjected to constant change.
- The biggest challenge for educators was to keep students stay current on knowledge and skills that were core essence of diplomacy and foreign affairs, while incorporating emerging new issues such as AI, cybercrime and national security, emerging communication technologies. Thus, it was important to use mixed instructors from different backgrounds.

#### **Ron Ton, Clingendael Academy, the Netherlands**

- Today’s diplomacy had a hybrid character compositing traditional or state-to-state diplomacy and global network diplomacy. In this connection, training institutes had to prepare diplomats to be able to perform their roles and duties under the new mode of “Hybrid Diplomacy” within the new environment of “Nexus Diplomacy,” where both topics and players of diplomacy and foreign affairs were multidimensional, multi-level, interconnected and linked to domestic politics.
- “Hybrid Diplomacy” and “Nexus Diplomacy” were important drivers for diplomatic training of new-age diplomats.

#### **Nabil Ayad, Glasgow Caledonian University, the UK**

- “Diplomacy is a child of its time.” As a result of the COVID-19 pandemic, we were moving from the “wealth” of nations to “health” of nations with vaccine diplomacy.
- Today, we also had to deal with “cyber diplomacy” and the emerging of digital nation/ netizens as a result of disruptive technology. Because of social media, diplomats were increasingly subjected to public accountability as well as performance assessment. Diplomats needed to be able to show concrete results that could be digitized and accounted for.
- Diplomats remained the primary custodians of national interests, particularly in time of crisis. For this reason, diplomats had withstood the challenges of information technology and the tendency towards privatizing diplomacy.

**Shaikha Muneera bin Khalifa Al Khalifa, Mohammed bin Mubarak Al Khalifa  
Academy of Diplomatic Studies, Bahrain**

- For the question of generalist vs. specialist, it depended also on the number of diplomats and the size of the ministry of foreign affairs. For a small size ministry, diplomats were required to do practically everything. Thus, diplomatic training needed to address all needs of the mission and offer well-rounded training.

- Thus, it was important to incorporate and engage various experts from different professions in diplomatic training so they could understand one another and speak a similar language.

- In addition to enriching their diplomatic excellence, training institutes should look into assisting diplomats, their spouse and extended family who would accompany them to overseas postings.

- Ministries of foreign affairs tended to see diplomats as tools and forgot that diplomats were also human beings with families and social obligations. The human side of diplomats should not be overlooked and was worth invested in.

- Recently, there was also a trend to add different worlds to diplomacy, such as health diplomacy, economic diplomacy, cultural diplomacy, etc. We needed to be careful and not lose sight of what was the core of diplomacy.

**Andre Johannes Groenewald, Department of International Relations & Cooperation (DIRCO), South Africa**

- In today's age, it became part of a diplomat's jobs to deal with complex situations, disruptions and uncertainties, such as the COVID-19 pandemic and the war in Ukraine, making everyday a new scenario. How effective diplomats could deal with these unexpected circumstances was an ultimate test of diplomatic training.

- With emerging new players in the international arena, both from outside and within the country, as well as modern technology, the world had become very personal and there was less and less room for making diplomatic mistakes. Thus, diplomatic training in the new age had to emphasize on its practicality.

**Julio Garro, Diplomatic Academy of Peru**

- Changes in circumstance could bring a change in the way diplomats had to be trained. For example, in case of Peru consular services had raised its profile to be on top of the list after mass migration of Peruvians abroad in 1990s. Nowadays, to be promoted to the rank of ambassador, one had to have served in a consular position before.

- It was necessary to create synergy between the institute that trained diplomats and the ministry that dictated foreign policy.

**Andraz Zidar, Diplomatic Academy of Slovenia**

- With reference to the theme, "The Future of Diplomacy: Trends, Tools and Training for New-Age Diplomats," there were 3 challenges/ approaches to modern diplomacy: (1) ambassadors and diplomats had to be able to manage and direct the team (not just from the ministry of foreign affairs) to deal with complex situations and issues brought about by globalization (2) with the rise of "digital diplomacy," modern diplomats needed to be aware of all digital tools, particularly the social media, as effective and rapid means of communication and be less burdened with formalities as pointed out by Tom Fletcher in his

book, “The Naked Diplomat.” (3) how to use AI in our line of profession (translation, analysis, prediction, and anticipation) along with its associated precautions.

### **Nikhil Seth, UNITAR, Switzerland**

- Recently, especially over the last 5 years, the world had been moving in an unprecedented rate with exponential changes and challenges, be they geopolitical competition, technological advancement, globalization, and global issues such as climate change, global health, migration and demography. All of which had a very deep impact on the formulation and conducts of foreign policy.

- The immediate task of all diplomatic academies and foreign affairs institutes was to keep the diplomats constantly in touch with the contemporary world regardless of their levels. Learning was a lifelong process. We had to understand the changing world to interpret where our national interests lied.

- We also had to be aware of both the positive and negative sides of technology and how they were related to international issues, diplomacy and sustainability. UNITAR was currently working with Microsoft to develop a course on AI, which was one of the most important technologies that impacted diplomacy and required diplomats’ understanding. New-age diplomats had to embrace technology, understand science and scientific approach to diplomacy, and enhance communication ability, particularly how to use social media in public diplomacy.

- For multilateral diplomacy, despite its paralysis due to global political situation, we had to embrace and engage our new friends from the communities of academia, business and civil society in strengthening multilateralism.

### **Faysal Gouia, International Diplomatic Academy of Tunisia**

- Nowadays, no diplomat could ignore the importance of global issues, be they environmental challenges, cyber security, AI, water scarcity, biodiversity, migration, terrorism, corruption, gender equality, unemployment, pollution, public health, poverty. These issues were not the traditional business of diplomats 20 or 30 years ago. Consequently, it became our job as training academies and centers to focus on these issues faced by the entire international community as a whole, not just the traditional ones.

- Thus, it was necessary to invite specialized organizations all over the world to help us educate our diplomats about their policies and strategies, and perhaps also, invite them to participate in our IFDT meetings.

### **Marga Gual Soler, Geneva Science and Diplomacy Anticipator (GESDA), Switzerland**

- Science was now a new established field in diplomacy and diplomatic training. Geneva Science and Diplomacy Anticipator (GESDA) published an annual report on the trends of science that would have the biggest impact on diplomacy, geopolitics, society and international relations. GESDA was ready to work with IFDT members in advancing their related curricula on anticipatory science and the governance of emerging technology.

### **Mridu Pawan Das, Sushma Swaraj Institute of Foreign Service, India**

- “Paradiplomacy” was another topic that had not much been discussed about. It was in fact very important, especially for countries with federal structure because the federal government/diplomats needed to work closely with member states.

- Although it was important for diplomats to engage with the world and be knowledgeable about the host country, but they should know their own country much better.
- It was also necessary for diplomats to know how to look after or take care of our citizens abroad as well as engaging them as a bridge between the home and host countries.

**Nongnuth Phetcharatana, Devawongse Varopakarn Institute of Foreign Affairs (DVIFA), Thailand**

- Thailand shared the same perspective that diplomacy began at home. Each year, Devawongse Varopakarn Institute of Foreign Affairs (DVIFA) sent out the new recruits to learn from and live with local communities at development centers throughout the country for 1 or 2 weeks because Thailand was not just Bangkok. This tradition was initiated about 6 years ago.

**Zoltan Kelemen, Hungarian Diplomatic Academy**

-The war in Ukraine was not a regional conflict, and should not be treated as such. Once it was over, diplomats would be given a task to rebuild a new world order. We had to prepare our diplomats for this coming challenge.

**Panel 2: “Challenges for Regional Diplomacy and Their Implications to the Changing World Order”**

**Moderator: Damrong Kraikruan**, Former Ambassador of Thailand

**Panelists:**

**Pongphisoot Busbarat**, Assistant Dean, Faculty of Political Science, Director of the Institute of Security & International Studies (ISIS), Chulalongkorn University, Thailand

**Vahe Gabrielyan**, Director, Diplomatic School of Armenia

**Julio Garro**, Director, Diplomatic Academy of Peru

**Dragos Constantin Mateescu**, Director for Analysis, Romanian Diplomatic Institute, Romania

**I. Panel Presentations**

**Pongphisoot Busbarat, Chulalongkorn University, Thailand**

**Regional Organization in East Asia**

- ASEAN was an important international organization within this region. It grew out of the context of the Cold War when common security challenges were pressing member states to join hands. ASEAN was successful not only in trust building within the region, such as ASEAN’s role during the Cambodian conflict in 1980s, it also managed to create a wider platform to address issues of concern in East Asia and the Pacific, such as ASEAN’s engagement with North Korea and China.

- Even though ASEAN could facilitate negotiations in the past many decades, it had less and less room to play its roles effectively. It had less ability to shape tangible outcomes under the intensifying strategic competition between Great Powers. It even became one of the battlefields of interference.

- The creation of minilateral platforms such as QUAD and AUKUS might sideline the role of regional organizations like ASEAN in the Indo-Pacific; hence, weakening ASEAN's role in promoting regional stability and even its own regional unity. This pointed to the weakness of regional organizations within the context of power competition that perhaps they could only play an effective role when served great powers' foreign policy strategies.

- The question of effectiveness and unity became even more complicated in case of ASEAN as the member states' governance nature was quite different ranging from authoritarian regimes to hybrid democracies.

### **Julio Garro, Diplomatic Academy of Peru**

#### Central America, the Caribbean, South America and Latin America

- Major challenges for regional organizations in this region were the weight of ideological differences and the over emphasis on practical benefits rather than the promotion of integration.

- However, we lived in a different world today. Interplays between actors in a particular region were going to be the decisive factors in the efficiency of regional organizations taking into account how they played their relations with big powers.

- Particular conflicts might end at some points, but the new ones would emerge. To understand these conflicts, diplomats needed to have historical understanding of the former ones. On the one hand, we had to understand negotiation and basis of diplomacy, on the other hand, we had to be receptive and responsive to changes, circumstances and new challenges. Diplomats needed to be ready to engage in a path that they didn't have an idea about. They had to be ready to begin again and learn again, such as about AI and the environment. Training institutes had to equip diplomats with new elements at different stages of their diplomatic careers.

### **Vahe Gabrielyan, Diplomatic School of Armenia**

#### Central Asia, Caucasus Region and the Middle East

- The International Institute for Strategic Studies (IIAS) in London published a report indicating that currently 183 conflicts were active globally. This was a telltale sign of the declining viability of the international system. There were 4 major conflicts within this region or in the neighboring regions, namely (1) Abkhazia and South Ossetia (2) Nagorno-Karabakh (3) Israel-Palestine and (4) Ukraine. Although powerful and influential organizations, both at the regional and global levels, had been involved in all 4 of them, peaceful solutions had yet to be found.

- With the UNSC crippled by the veto power and major powers suspended their participation in significant international treaties, such as the Paris Agreement and the Iran Nuclear Deal (JCPOA: Joint Comprehensive Plan of Action), it was clear that the existing international system was not working and needed to be replaced.

- This eventually would lead to an establishment of a new world order. We knew from history that usually a new security architecture would be established after a major incident such as world war. The question for us was, would we be smart enough to avoid it?

**Dragos Constantin Mateescu, Romanian Diplomatic Institute, Romania**

Europe and the Black Sea

- Some major factors that had influenced the political, economic and social development as well as security situation in this region were (1) the arrival of Russia after WWII with their political and economic ideologies and military presence (2) the restrictions under the Montreux Convention Regarding the Regime of the Straits or the Montreux Convention that regulated maritime traffic between the Black and Mediterranean Seas through the Turkish Straits and its impact on assisting Ukraine and (3) pending integration enlargement processes of countries in the region to the EU and NATO.

- Given the current circumstances, more and more cooperation had emerged between countries and diplomatic institutes in the region (Romania, Bulgaria, Georgia, Greek and Azerbaijan) to develop joint policy proposals of diverse perspectives for regional solutions and further cooperation.

- Furthermore, to fight disinformation coming from Russia, the Ministry of Foreign Affairs of Romania worked hand in hand with the European Union in pioneering a training program to enhance resilience at the national level.

**II. Floor Reflections**

**Shaikha Muneera bin Khalifa Al Khalifa, Mohammed bin Mubarak Al Khalifa  
Academy of Diplomatic Studies, Bahrain**

- In the context of regional conflicts and their implications to the effectiveness of regional organizations, institutes should train diplomats to be aware of all related nuances from various perspectives and the history of these various geographies. We also needed to train diplomats with “life skills,” like resilience, optimism as well as how to live with conflicts, and how to listen to perspectives they probably disagreed vehemently. Such skills were very difficult to teach. We should not look at our diplomats simply as a tool to end a conflict, but teach them also how to live with it, how to engage in it, and how to contribute positively in whatever capacity they had. This way, we would reach more tangible outcomes and not pushing them up against a difficult wall. Furthermore, we also needed to stop thinking in terms of preconceived notions of what we thought was right and what was wrong.

**Andre Johannes Groenewald, Department of International Relations & Cooperation  
(DIRCO), South Africa**

- One of the most important challenges in diplomatic training was how to teach diplomats to be “critical thinkers,” particularly under the influence of social media. We needed to teach them to be able to critically analyze what was in front of them.

- Talking about conflicts, violence and wars, which were happening in every part of the world, we should also think about what would happen or should happen after the end of these wars and what should be put in place in terms of global governance and institutions to prevent them from reoccurrence. After WWII, we had the UN Charter. However, right now it had been completely violated and there was not much going on.

**Francisco Noel Rio Fernandez III, Foreign Service Institute, the Philippines**

- Without a functioning regional organization, individual states would find it difficult to remain effective and relevant amidst the existing geo-political competition between major



powers. ASEAN operated under the principle of consensus; thus, the sense of belonging to an ASEAN family was nurtured by ASEAN diplomatic academies. This was an example that other regions might consider doing the same for their diplomatic training. By working together, we could contribute to addressing the interconnected and evolving regional and global issues more effectively.

#### **Cyril Gerardon, Diplomatic School, France**

- As far as regional integration and foreign policy concerned, the European Union had a common foreign policy and common diplomatic services carried out by the European External Action Service (EEAS) in Brussels. For the past 25 years, the European Diplomatic Program (EDP) had offered training and learning opportunities for member states' diplomats and EU officials. Every year 100 diplomats of the 27 member states and EU's new institutes would gather for common training sessions during the rotating presidency of the EU. It was an important opportunity to create an EU family, common values and objectives. Recently in 2022, the EU also launched the European Diplomatic Academy run by the College of Europe with the will to create a full-fledged EU diplomatic corps.

#### **Mohammad Kurniadi Koba, Center of Education and Training, Indonesia**

- With so many challenges occurred simultaneously in different parts of the world waiting to be solved, we could not rely solely on international solutions from New York or Geneva. We needed a homegrown initiative, which was locally developed and locally owned. Since the inception of ASEAN, no regional conflict had erupted. Furthermore, it would be interesting to see whether regionalism could work with multilateralism in tandem.

### **Panel 3: "Economic Diplomacy in the Post-Pandemic Era"**

**Moderator:** Chutintorn Gongsakdi, Former Ambassador of Thailand

#### **Panelists:**

**Mridu Pawan Das**, Joint Secretary, Sushma Swaraj Institute of Foreign Service, Ministry of External Affairs, India

**Mohammad Kurniadi Koba**, Head, Center of Education and Training, Ministry of Foreign Affairs, Indonesia

**Mazhar Javed**, Director-General, Foreign Service Academy, Ministry of Foreign Affairs, Pakistan

**Chulamane Chartsuwan**, Former Deputy Permanent Secretary, Ministry of Foreign Affairs, Thailand

#### **I. Panel Presentations**

#### **Mohammad Kurnidai Koba, Center of Education and Training, Indonesia**

- COVID-19 taught us that "we were only strong as your weakest neighbor." When the pandemic struck, the Minister of Foreign Affairs of Indonesia was very clear to all missions abroad that the name of the game was "vaccine diplomacy". Thus, all missions, bilateral or multilateral, were active in global access of COVAX, advanced market commitment, travel corridor arrangements and the promotion of global trade.

- After COVID-19, the world needed to revisit the progress of the 2030 Agenda. We should take advantage of the planned “Summit of Future 2024” to ensure the formulation of favorable conditions in which the 2030 Agenda would be implemented with the focus on the creation of fairer multilateral trade system by stopping threats and discrimination. Indonesia was a strong believer in multilateralism as it was the only way to make sure that the strong and the big ones didn’t always get what they want. We needed to involve emerging economies in multilateral forums allowing them the opportunities to safeguard their interests, harness the global economy for their future, and contributed their ideas and values in the global stage. This proactive engagement would empower them to have a say in crafting regulations and frameworks that reflected their priorities and aspiration.

- In addition to commercial diplomacy, trade diplomacy, financial diplomacy and technical cooperation, which were important parts of economic diplomacy, the Center also attached great importance to “creative economy”. The Center made sure that students were aware of them by sending diplomats to various provinces to learn at firsthand how it was developed.

- On the impact of science, technology and innovation (STI), especially AI, on the future of diplomacy and diplomatic training, as long as we kept on learning we could grow with their development. In spite of the reaction by Lord Palmerston, the British Prime Minister, when he received the first telegraph message in the 1860s, “My God, this is the end of diplomacy,” diplomacy had survived.

### **Mridu Pawan Das, Sushma Swaraj Institute of Foreign Service, India**

- During the COVID pandemic, governments worked on a combination of lockdown and vaccinating their people. India did a little bit of both. But, it neither began nor ended with their own population. Through “Vaccine Maitri,” which meant vaccine friendship, India reached out to the world.

- During COVID some countries had gone into “economic nationalism” or “vaccine nationalism.” Remnants of this inward looking and protectionist policies remained in some countries. Some people even started to talk about de-globalization or re-globalization.

- After the post-pandemic period and with the conflicts in Europe and West Asia, the global had 3Fs shortages: Fuel, Fertilizer and Food. These shortages hardly hit the supply chains, especially in the developing world, known also as the Global South.

- India’s approach was to use the philosophy of “Atmanirbhar Bharat” or self-reliance to position India as a reliable and resilient partner and member of “Vasudhaiva Kutumbakam” or “One Earth · One Family · One Future,” which was the theme of India’s presidency of G20 in 2023. To enhance the participation and voice of the Global South, G20 last year also included the African Union as full member.

- On the digital economy front, the government of India initiated the UPI or “Unified Payment Interface” to create a cashless economy of non-cash transaction through QR Code payment system. India was also now reaching out to its neighbors and some already adopted the system. So digital revolution was taking place in India affecting billions of people.

- On the energy front, India launched the “Global Biofuels Alliance” or “GBA” of international consumers and producers to drive, develop and deploy biofuels.

- On the education front, Indian embassies were at the forefront to establish Indian Institutes of Technology’s campuses abroad.

- Trend in recent time had been the fact that countries engaged in partnerships whether regionally or even more so in a global scale to promote partnership and cooperation.
- Economic diplomacy had to work in tandem with the achievement of SDGs and the tackle of climate change issues as we looked forwards to 2030.
- On tool kits, we (diplomats) were generalists. Thus, India sent foreign-service officers to different ministries to learn and invited experts from those ministries to help with economic diplomacy efforts. As India had a federal structure, delegations from state governments were also encouraged to do roadshows.

### **Mazhar Javed, Foreign Service Academy of Pakistan**

- Tool kits for diplomatic training could not be a one-size-fits-all approach. It depended on who were the new recruits and their mandates. In the case of Pakistan, there was no requirement of specific qualification. Thus, diversity made it important to start from scratch.
- For Pakistan, trade issues were directly dealt by the Ministry of Trade, although diplomats had to be at the interface. Yet commissioners were working under the ambassador, so it was an overlapping area.
- Pakistan recently added 2-month training on latest trends in trade, international trade, international financial architecture and digital economy to its economic diplomacy curriculum to impart related necessary skills.
- The Foreign Service Academy of Pakistan also worked with an international organization on economic diplomacy training to give trainees two-dimensional perspectives, national and global, to the same economic issues. The course was offered online for the period of 2 months.

### **Chulamane Chartsuwan, Ministry of Foreign Affairs of Thailand**

- Normally, diplomats got things done through interpersonal relations, meetings and networking with counterparts. COVID-19 forced us overnight to communicate online. It helped save time and budget for traveling and logistical arrangements, allowing diplomats to focus on substance. Online communication could even yield fast results when trust and understanding between all parties concerned were already well established. When it was not the case, however, effective communication could be a major challenge for this mode of communication. Furthermore, as it was convenient to call an online meeting and without the pressure of delegates' departure schedules, online negotiations tended to be delayed as negotiators would not reveal the real red line.
- Effective communication was an important quality for diplomats. It became even more crucial when you could not meet in person because you didn't have non-verbal communication. Thus, it became a challenge and required a proficient skill to understand the other side's position, interest, and need. For training, it would help to have a role-playing simulation so trainees could understand the other side better. For online meetings and conferences, effective chairmanship and effective secretariat became even more essential. These were important topics for training.
- Hybrid meeting, which combined online and onsite meeting, was another solution. We could use an online meeting for groundwork preparation and do an onsite meeting for the crucial negotiations. Technology could help but it couldn't supersede in person meeting or human interaction.

- In term of competition from other ministries, what we needed from diplomats was to be a good team player, who knew what to contribute and where to contribute to add value for the benefit of the country.

- Pre-posting training for diplomats should be tailor-made as it had to suit the conditions and requirements of both the host and home countries. For example, our Embassy in Stockholm recently established “Thailand and Nordic Countries Innovation Unit” or “TNCIU” in collaboration with other 4 Thai embassies in Nordic countries. The mission of this Unit was to promote exchanges of knowledge and best practices on technology and innovation and assessed appropriate technologies that suited the development of Thailand to break the middle-income trap. It aimed also to create business opportunities and business matching, especially for startup companies. Thus, diplomats who would be sent there had to be trained specifically on these related issues. Although there was some basic knowledge for economic diplomacy, diplomats to be posted in different countries needed different specific skills that had to be trained; so they could work well in different contexts and to synchronize with the mission of the embassy and the mission of the country.

## **II. Floor Reflections**

### **Dung Lan Pham, Diplomatic Academy of Vietnam**

- In terms of Economic Diplomacy, Vietnam was quite successful. It was the 2<sup>nd</sup> country in ASEAN that concluded FTA with the EU. In addition, it recently signed the “Just Energy Transition Partnership” with the G7 to help reduce its emissions to “net zero” by 2050. It also signed a partnership on digital green products, while entering into numerous labor agreements. Thus, it was necessary to draw attention of young officials to these various aspects of economic diplomacy.

- It was also important to educate officials, who would go on a mission abroad, about economic diplomacy and the ultimate national interests for bringing in trade and investment in term of quality, not just quantity.

### **Nabil Ayad, Glasgow Caledonian University, the UK**

- It seemed that 80% of the activities of embassies and governments today was to promote business and trade. However, to promote trade and commerce, you needed to know your country. Diplomats should be sent to tour the country in order to equip them with necessary information and knowledge so they could do trade promotion and show case commercial opportunities abroad.

### **Mohammad Kurniadi Koba, Center of Education and Training, Indonesia**

- It was important to teach diplomats about the country’s principal positions. For example, when Russia went to Ukraine, the Indonesia’s position was the same as when the US entered Iraq and Vietnam.

- Let’s not forget about principal positions. We needed to teach students, especially the new recruits, about them so they didn’t get lost in the jungle of issues.

- Diplomatic institutes should consider coordinating our curriculum for some common courses of concern such as climate change.

- MOUs that expired, but were still active, were better than MOUs that were ongoing, but inactive.

- About the role of private sectors in training, the Center of Education and Training of Indonesia asked both domestic and foreign private sectors, such as the CEO of Boeing in Southeast Asia, to share experiences and perspectives on the ease of doing business in Indonesia so diplomats knew what needed to be done. We listened and we facilitated that what diplomats did.

## IFDT Bazaar

Presentations by

**Maryam Khaled Almutawa, Mohammed bin Mubarak Al Khalifa Academy of Diplomatic Studies, Bahrain**

**Ron Ton, Clingendael Academy, Netherlands**

**Andraz Zidar, Diplomatic Academy, Slovenia**

**Adam Imre Szucs, Hungarian Diplomatic Academy, Hungary**

**Aygun Hajiyeva, Azerbaijan Diplomatic Academy (ADA) University, Azerbaijan**

**Andre Johannes Groenewald, Department of International Relations and Cooperation (DIRCO), South Africa**

**Veljko Milonjic, Diplomatic Academy, Montenegro**

**Chi Young Park, Korea National Diplomatic Academy (KNDA), South Korea**

**Jonathan Harris, King's College London, the UK**

**Tanya Bimova Mihaylova, Bulgarian Diplomatic Institute (BDI), Bulgaria**

Thursday, 14 December 2023

### Panel 4: "The SDGs and Development Diplomacy Revisited"

**Moderator:** Anuson Chinvano, Director, International Studies Center (ISC), the DVIFA, Former Ambassador of Thailand

#### **Panelists:**

**Orsolya Pacsay-Tomassich**, President, Hungarian Diplomatic Academy, Hungary

**Frederico Benedito Congolo**, Diplomatic School, Joaquim Chissano University, Mozambique

**Nikhil Seth**, Executive Director, UNITAR

**Nethithorn Praditsarn**, Secretary-General, Global Compact Network Thailand

#### **I. Panel Presentations**

##### **Orsolya Pacsay-Tomassich, Hungarian Diplomatic Academy**

- Hungary had actively contributed to sustainable development since the beginning in 2012 until the Agenda 2030 was announced. In 2015, Hungary was a co-chair of the "Open Working Group on Sustainable Development Goals" with Kenya. Reaching these targets was

built into Hungarian foreign policy of various areas such as multilateral diplomacy, energy diplomacy and international development.

- Sustainability and energy security had to go hand in hand. Hungary remained committed to achieve climate neutrality by 2050 and had taken all necessary measures, including sharing knowledge and best practices in multiple fields, such as clean energy, technologies on energy sufficiency, environmental education and the promotion of circular economy. Sustainable green growth could not be achieved on a global scale without cooperation. Thus, Hungary supported individual nations and global climate financing activities including the Green Climate Fund.

- International development cooperation was an inevitable tool for implementing the SDGs. A couple of years ago, Hungary launched the “Hungary Helps Program” to provide support in crisis areas, either man-made or natural disasters. Hungary’s ODA contribution increased tenfold over the last 10 years.

- Diplomatic institutes had a far-reaching goal to train next generations of diplomats to adopt a new style of problem solving, crisis management, and leadership. Apart from negotiation, diplomats had to learn how to evacuate people along with other new skills.

### **Frederico Benedito Congolo, Diplomatic School, Joaquim Chissano University, Mozambique**

- Traditional or conventional diplomacy, comprising mainly of state actors, was too limited to solve challenges posted by climate change. We needed to broaden engagement to all sectors in the society, including the civil society and big corporations, for a more practical approach and visible results.

- The recommendation was to look at climate change from the perspective of cooperation rather than a zero-sum game. Climate change was a threat to the actual existence of mankind. We needed to look at the whole picture.

- Developing states, like Mozambique, had technological limitation and financial limitation as well as diplomatic limitation. These smaller states needed to further increase the ability to boost diplomatic interactions and presence on all multilateral forums to increase their voices.

- Developing states on their own had limited ability to respond to great natural disasters brought about by climate change, yet they had to be at the front line.

- Diplomatic cooperation was the way forward. But it had to be the diplomatic cooperation of open-door policy that included non-state actors. All parts of the society had to be engaged, educated and included in the negotiation table.

- When it came to climate change, there was no space for national interest on its own. When it came to earthquakes, cyclones and floods, they had no borders.

### **Nikhil Seth, UNITAR, Switzerland**

- The SDGs was the only show in town as far as sustainable development was concerned. It gave us the opportunity to look at the interconnection and integration of economic, social, environmental, peace and justice all at the same time like a matrix of goals and targets.

- Unfortunately, when we aggregated globally, only 13% of the total number of targets were on track. The rest were either stagnant or regressing.

- Diplomats had to learn the interrelationship between the goals and targets, where we were in the national contexts and who the stakeholders were and how to engage them in order to represent the country's position and project its progress in multilateral diplomacy.

- All was not lost in multilateral diplomacy. While governments were floundering to reach agreements, the SDGs became a part of the academia, civil society and many multinational businesses across borders forcing negotiators to bring about more meaningful and concrete outcomes. That was what diplomats had to cope with. It was a changing world out there. Diplomats had to learn how to leverage these new factors to enhance your position and work more meaningfully through multilateral processes. The ability to reach out to these communities would be very important in the arsenal of new-age diplomats.

- The SDGs and literally climate change needed to be at the core of diplomatic learning, especially in diplomatic academies.

### **Nethithorn Praditsarn, Global Compact Network Thailand**

- The UN Global Compact was a partner of the UN founded in 2000 by Kofi Annan to engage the private sector in the delivery of the UN's principles.

- The Global Compact Network Thailand comprised more than 130 companies. It aimed to help Thailand take strategic actions to advance broader societal goals such as the SDGs, climate change and Net Zero.

- For businesses, adoption of any convention or resolution was merely the beginning. The real challenge lied in its implementation and the process involved. For example, how to begin, who the stakeholders were, how much budget was needed, where it should come from, who the team was, and what the strategies were, etc.

- The 3 key components to operationalize the SDGs included common understanding, thorough engagement and concrete measurement.

## **II. Floor Reflections**

### **Francisco Noel Rio Fernandez III, Foreign Service Institute of the Philippines**

- On 13 December 2023, the Foreign Service Institute of the Philippines, in partnership with the Department of Foreign Affairs - United Nations and Other International Organizations (DFA-UNIO), hosted a lecture on "The Rising Tide of Climate Migrants: The Nexus of Migration, Climate Change, and Human Rights". Climate change had raised the destructive threat of typhoons in the Pacific Rim of Fire causing internal displacement of Filipino population and their right to life. How to raise the international community's awareness of increasingly intersecting issues and propelling climate justice forward were important skills diplomatic academies needed to teach diplomats.

### **Nikhil Seth, UNITAR, Switzerland**

- UNITAR had robust learning programs with free resources available to all diplomats on both the SDGs and climate change. One of them was called "UN CC: Learn," or UN Climate Change Learn. It contained both the 101 knowledge on climate change and specialized learning topics such as climate finance. Another one was "UN SDG: Learn," which aimed to enable learners to find SDG learning solutions that best suited their needs. These two courses were available to all academies and all the people.

- We needed to make further efforts to reach the most vulnerable. The SDGs would not have been realized unless they had been realized for everyone and with the focus on the most vulnerable.

- On the question of how realistic the 2030 target could be achieved, there was no way that we could achieve the 2030 Agenda at the current pace we were moving. We were far from achieving the over ambitious goals, especially when we were hit by one shock after the others, be they COVID-19, the war in Ukraine and many climate related disasters.

- The argument used by many governments in setting the 2023 target at that time was better to have inspirational targets, which were ambitious to strive for, than set your vision down and lower the targets.

- Let's go for those targets and realize them, although they might seem receding. It was like traffic in the rear-view mirror, sometimes when you were driving fast, they looked far way.

### **Nethithorn Praditsarn, Global Compact Network Thailand**

- The question was how to close the 87% SDGs achievement gap in the next seven years. We first had to find out where the problems were. Part of them was the measurement. Different countries or even different sectors in the same country measured indicators of the 17 goals and 169 targets differently. We should aggregate these number in the same way to come up with a precise report of our achievements. We should have a realistic and pragmatic discussion on the way forward about the plan, what we were going to measure, what targets we would focus on, what the priorities were and how much budget was needed for the next 7 years. We needed to find the middle way between “inspirational” and “achievable”.

- Diplomats were at an advantageous point like standing on the shoulder of a giant. Diplomats could see the total landscape of where the resources could come from, where the cooperation could come from, where the financing of projects could come from and how to make it happen from both within the country and across the world. When we saw the total picture, we could set the goals and action plan.

### **Cyril Gerardon, Diplomatic School, France**

- The French government by the Ministry of Public Transformation and Service was now implementing a course on green transition for state executives and civil servants. Launched last year in 2022, this new training program aimed to provide executives, including ambassadors, consuls-general, directors of central administration and all levels of public officials with the knowledge and skills they needed to integrate climate change issues into their works and projects. Apart from the understanding and awareness of 3 crises on biodiversity, climate, and resources, there were also practical workshops on how to develop and transform an action plan into public actions.

### **Orsolya Pacsay-Tomassich, Hungarian Diplomatic Academy**

- On how to comply and reach the goals at an inspirational or practical level, we first needed to reach the minds of the people, especially those of the future decision makers whom we trained. We had to teach them that the SDGs were a moral obligation to fulfill, whether it happened inside your country or in another part of the world. One such example was the Hungary's Health Program that assisted people in disaster and crisis-stricken areas. For Ukraine, Hungary had carried out the largest humanitarian operation in its history. It also



gave scholarships to developing countries as a long-term investment in human resource development. After gaining the education, they could go back to help develop their countries and tackle the problems more effectively. There were currently 12,000 foreign students who were studying under Hungarian scholarships.

**Nikhil Seth, UNITAR, Switzerland**

- Measurement was a problem, but we also made a lot of progress with the statistical system and national systems of harmonizing reports on the SDGs indicators, especially for countries that reported to the High Level Political Forum (HLPF) on Sustainable Development.

- Finance and technological development were the ways to solve the remaining 87% gap. If you looked at national budgets, the shifts in budget for sustainable development issues were very minimal. The whole politics around budget formation was very difficult to change. Technological transfer was imperative if we wanted a clean and carbon-free environment for everyone. The problem was people were not doing what they promised that they would do. The task of diplomats might not be changing the national policy, but reflecting what happened nationally and internationally.

- On the question about how to best train diplomats on development diplomacy, simulation and experiential learning were the shortest cut. People learned best from scenario. The magic word for sustainable development was partnership not concession. We were in it together. We need to solve our problems together in a spirit of partnership.

**Anh Phuong Nguyen, Diplomatic Academy of Vietnam**

- All 17 Sustainable Development Goals had been integrated in many national strategies and development plans of Vietnam. It was important how to measure the SDGs indicators correctly. Countries should measure them in the same way. Diplomatic Academy of Vietnam didn't have specific training modules on development diplomacy, but integrated it as part of the training on multilateralism.

**Nethithorn Paditsarn, Global Compact Network Thailand**

- International development cooperation should be outcome-oriented. It was important to identify the goals and priorities. We should settle now with limited resources that we had how much we should aim to achieve in 2030 and what the practical solutions were.

- Diplomats were bridge builders. We needed to open their perspectives about global challenges and how to engage with digital transformation to close development gaps.

**Panel 5: "Public Diplomacy, the Soft Power in Action"**

**Moderator:** Kitti Prasirtsuk, Faculty of Political Science, Thammasat University, Thailand

**Panelists:**

**Shaikha Muneera bin Khalifa Al Khalifa**, Director-General, Mohamed bin Mubarak Al Khalifa Academy of Diplomatic Studies, Bahrain

**Shah Ahmed Shafi**, Director, Foreign Service Academy, Bangladesh

**Bartosz Marcinkowski**, Deputy Director, Diplomatic Academy of Poland

**Kosol Satithamajit**, Minister, Department of Information, Ministry of Foreign Affairs, Thailand

## **I. Panel Presentations**

### **Bartosz Marcinkowski, Diplomatic Academy of Poland**

- The biggest achievement of Polish public diplomacy in recent years was the support of Poland for Ukraine after the Russian invasion. With little training for this type of circumstance, Polish people knew instinctively what to do and how to behave to help the neighbor in need. Poland welcomed a huge number of refugees. For the 1<sup>st</sup> year, 10 million people crossed the border to Poland with more than 1 million people remaining in the country until today without tension. Poland didn't need to establish refugee camps because many people hosted them in their homes.

- According to the poll, more than 70% of people in Poland were directly involved in helping the refugees or helping Ukraine. During the 1<sup>st</sup> week of war, a lot of foreign ambassadors left Kyiv, but the Polish ambassador was among the few who stayed for the entire time. This type of thing was also a part of public diplomacy.

- The poll after several months of war also showed that more than 80% of Ukrainians had a very positive view about Poland and only less than 1% had a negative view. This great success came from the fact that the efforts didn't come from the government or the diplomats alone, but they came from the entire society and the scale of their engagements.

- Another example was about Belarus. Because of the dictatorship regime, thousands of Belarusians fled the country and found shelter in Poland. The Diplomatic Academy of Poland and the University of Warsaw initiated a program called "Diplomatic Study" a few years ago to train them so one day they could become diplomats and civil officials in the free and democratic Belarus. The Academy also cooperated with the French embassy to teach them French language courses.

- Public diplomacy could and should be directed also to domestic audience. The Ministry of Foreign Affairs and the Diplomatic Academy of Poland also provided some funding to NGOs in all 16 regions of the country. These NGOs served as a regional center for international debates. They organized and facilitated debates about international affairs. They also raised awareness of young people about foreign services and opportunities to join the Ministry of Foreign Affairs.

- Public diplomacy was very important. It could help achieve concrete political goals. We had to train diplomats to be aware that to be effective, it was not enough to have just a diplomatic effort. We needed efforts of the entire country and entire society. This was the way to achieve great results.

### **Shaikha Muneera bint Khalifa Al Khalifa, Mohammed bin Mubarak Al Khalifa Academy of Diplomatic Studies, Bahrain**

- There was an increased fluidity in the field of diplomacy. Diplomacy had been overlapped with so many fields and many new words were added, digital diplomacy, health diplomacy, sports diplomacy, etc. There was even a saying that everyone could be a diplomat. An Olympic swimmer proudly holding the national flag engaged in diplomacy, but he or she was not diplomat. We should refrain from changing the scope of diplomacy and invest in public diplomacy initiatives in promoting what diplomacy actually was, what diplomats did and how academic institutes and diplomatic training institutes could enable them further.

- It was important for us to genuinely humanize the field of diplomatic training rather than seeing our diplomats as an agent or a tool to effectively execute our foreign policy and represent our values and interests. We had to see them as human beings with emotions, fears and concerns.

- Mohammed bin Mubarak Al Khalifa Academy of Diplomatic Studies published a book titled “DANA the DIPLOMAT” to depict the life of a diplomat through the eyes of a young girl as a public diplomacy initiative. In Bahrain, there is also a Day of Diplomacy.

### **Shah Ahmed Shafi, Foreign Service Academy, Bangladesh**

- At the crossroad of global crisis and technological innovation, diplomats had to master all their available options to drive forward national interests. We had arrived at the age of digitalization and social media. The public access to information was unprecedented in history. Public diplomacy had become the preferred instrument that governments used to communicate and projected their soft power. We had to understand that information was power; and today a much larger part of the world’s population had access to that power. Technological advancement had led to a dramatic reduction in the cost of processing and transmitting information. The explosion of information had produced a paradox of “plenty of information” but “scarcity of attention”. For this reason, it was important to strategize and effectively choose to develop and transform a country’s existing resources into soft power.

- Soft power of a country rested primarily on 3 resources: the culture, the politics and the foreign policy. To have a broader outreach, the Ministry of Foreign Affairs of Bangladesh published “Bangladesh Rising” to showcase Bangladesh’s successes in various sectors. The Foreign Service Academy also recently began to publish its own newsletter called “FSA Quarterly” to promote its activities.

- Without credibility, public diplomacy could not translate resources into action and could even lead to opposite effect. Effective public diplomacy was a 2-way communication. Developing public diplomacy could be triggered by national security in 3 stages: regular communication, strategic communication and people-to-people communication. Government communication was only a small fraction of the total communication among societies today. Modern-day diplomats needed to blend classical diplomatic skills with new-age competencies to navigate ever evolving landscape of public diplomacy. Understanding of cultural differences, fluency in multiple languages and active listening were also skills that diplomats had to master. Public diplomacy that disintegrated into propaganda not only failed to convince the targets, but also undercut the country’s soft power.

### **Kosol Satithamajit, Department of Information, Thailand**

- According to Joseph S Nye Jr. “soft power” was neither a good nor service, but the ability to influence-- not to coerce. Public diplomacy was one of the tools to get that power with high emphasis on communication. To convert existing resources into soft power required several steps: 1) prioritization of fields, which in case of Thailand were 5Fs (Food, Film, Fashion, Fighting and Festivals), 2) formation of a common goal, which could be commercial KPIs, 3) formation of a good team, 3) allocation of sufficient budget, and 5) frank evaluation for both successes and failures

- Soft power was never a one-man show. It required cooperation. The main task of the government was not to organize a project but to create a healthy ecosystem whereby other sectors could grow and compete. Only then, it became sustainable.

- In this connection, the skills required for diplomats to drive soft power and public diplomacy were 1) communication skills, 2) coordination skill, 3) planning skill, and 4) new media skill

## **II. Floor Reflections**

### **Nabil Ayad, Glasgow Caledonian University, the UK**

- Public diplomacy was diverse. It could include also the achievement of SDGs, welcoming the influx of refugees or even diplomatic training.

- Given the current geo-political trends, both regular and public diplomacy had to be conducted in parallel relying on information technology. In the age of the internet state, diplomats needed real time communication skill as today we had information explosion. We had too much information. The new tools of information technology blended truths and fictions in a way that was discernible. What we needed was knowledge.

### **Cyril Gerardon, Diplomatic School of France**

- Public diplomacy could be used to attract people, particularly the young people, to enroll into the ministry of foreign affairs. It could also be used to convince tax payers that the diplomatic works were worthy and sound investment. The Diplomatic School of France established a program called “Summer Diplomatic Academy” 3 years ago. It was a one-week mentorship program aiming to assist about 150 high school and university students from modest family backgrounds about the works of the Ministry of Foreign Affairs and help them get an internship at the headquarters or embassies abroad. This program also helped socially and demographically diversify the French diplomatic corps.

### **Shaikha Muneera bin Khalifa Al Khalifa, Mohammed bin Mubarak Al Khalifa Academy of Diplomatic Studies, Bahrain**

- Honesty was very important to convince young people to join the ministry of foreign affairs and to retain them in the field. We needed to communicate with them, but at the same time we needed to promote the field of diplomacy and make it more appealing. There were certain regulations and internal rules that needed to be changed for the benefits of families. It was important also to refocus our efforts to our core business.

### **Kosol Satithamajit, Department of Information, Thailand**

- Soft power was like a marathon competition. It needed to be cultivated and accumulated. Furthermore, for modern day diplomacy, public diplomacy had to be carried out and channeled toward domestic consumption in such a way that people from all walks of life could understand and realized that they could gain benefits from diplomacy and be part of it.

Friday, 15 December 2023

**Study Visit to the Historic City of Ayutthaya, UNESCO World Heritage**

**“Chao Sam Phraya National Museum”**

- Chao Sam Phraya National Museum was established under the vision of His Majesty King Rama IX the Great to preserve and display the treasures found under the archaeological sites of Ayutthaya to the public. Opened in 1961, the museum houses priceless artifacts that were found in the towers of Ratchaburana Temple and Mahathat Temple, which are the highlight of the museum.

**Phra Sri Sanphet Temple**

- Phra Sri Sanphet Temple served as the temple of the Royal Palace during the Ayutthaya era. It is the largest temple located in the Historic City of Ayutthaya. The temple is not only a significant historical site today, but it was also considered as the spiritual center of Thai people where religious rituals and royal ceremonies were conducted. As the equivalence of Wat Mahathat in Sukhothai, Phra Sri Sanphet Temple is also regarded as a model for Wat Phra Sri Ratana Sasadarm (The Royal Temple of the Emerald Buddha) or Wat Phra Kaew in Bangkok.

**Arts of the Kingdom Museum**

- Arts of the Kingdom is a museum that exhibits art collections created by the craft people of Queen Sirikit Institute. Her Majesty Queen Sirikit The Queen Mother, founded the museum in order to display the artworks of the craft people under her patronage. The collections include their works from the early stages when they first began the training to the exquisite masterpieces after they have acquired the artistry. Her Majesty Queen Sirikit The Queen Mother’s craft people are sons and daughters of impoverished farmers from Thailand’s remote countryside. They put their hearts and souls into making every piece of art without any prototype. Some pieces are produced using the ancient techniques dating back to the Ayutthaya period, while others are the results of the new methods that came to life during the reign of King Rama IX.

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